

# Assessment for Learning and Development



## Dylan Wiliam

Assessment for Learning

Dylan Wiliam is Associate Director of the Specialist Schools and Academies Trust, and Emeritus Professor of Educational Assessment at the Institute of Education in London. He has taught in urban public schools, directed a large-scale testing program and pursued a research program focused on supporting teachers to develop their use of assessment.

## Why is Getting Good Schools so Hard?

Saturday 21 May – Session 1 – 8.30 am-10.30 am

### Session outline

Improving educational achievement is an economic priority for all countries. Higher levels of education lead to reduced health care costs, reduced criminal justice costs, and increased economic growth. Even for a relatively high performing country like Australia, increasing achievement to match that of the highest performing countries, as measured by the Organization for Economic Cooperation and Development's Programme for International Student Assessment (PISA) would be around AU\$3 trillion. In this session, participants will learn why previous attempts to improve educational achievement have been largely unsuccessful, and what needs to be done to improve educational outcomes at scale.

### Specific outcomes

At the end of this session, participants will:

- Understand the relationship between educational achievement, economic growth and other important societal outcomes
- Appreciate why previous attempts to improve educational achievement have been largely unsuccessful
- Understand the importance of teacher quality for student achievement
- Know what kinds of improvements in teacher practice are likely to be most effective.

## Formative assessment: what it is and what it isn't – when it works and when it doesn't

Saturday 21 May – Session 2 – 11.00 am-1.00 pm

*Repeat* — Saturday 21 May – Session 3 – 2.00 pm-4.00 pm

### Session outline

A number of studies have shown that helping teachers develop their use of formative assessment can have significant impact on the achievement of their students. However, these studies are today often cited in support of formative assessment practices that bear no relation to those that the research shows makes a difference. In this session, participants will learn to distinguish between different kinds of formative assessments (including benchmark, interim, and common formative assessments) and, more importantly, know when to use which to make the most difference to student learning.

### Specific outcomes

At the end of this session, participants will:

- Understand when, and under what conditions, long, medium, and short-cycle formative assessments can be effective
- Know the five key strategies, and one 'big idea' of classroom formative assessment

## **Eliciting evidence—the starting point for good feedback**

Sunday 22 May – Session 1 – 8.30 am-10.30 am

*Repeat*— Sunday 22 May – Session 2 – 11.00 am-1.00 pm

### **Session outline**

Questioning, and a range of related techniques for eliciting evidence about student achievement, is a staple in classrooms all over the world, but in most classrooms, the greater part of the “intellectual heavy lifting” is performed by the teacher, with students delegated to a supporting role, or even, in many cases, “absent without leave.” In this session, participants will learn about a range of classroom techniques to improve questioning, including how to create, and capitalize upon, more “teachable moments” and how the defining characteristics of effective diagnostic questions.

### **Specific outcomes**

At the end of this session, participants will:

- Know the two good reasons for asking questions, and when kinds of questions are useful for each
- Understand the difference between discussion questions and diagnostic questions
- Know how to construct, and improve, ‘hinge-point’ questions
- Appreciate the pedagogical skills essential to effective questioning

## **Providing feedback that moves learning forward**

Sunday 22 May – Session 3 – 2.00 pm-4.00 pm

*Repeat*— Monday 23 May – Session 3 – 2.00 pm-4.00 pm

### **Session outline**

Feedback can have huge impact on learning, but most of the feedback received by students in schools is, at best, useless, and can, in many situations, actually lower student achievement. In this session, participants will learn about different kinds of feedback, the eight possible kinds of responses that students can make, and why only two of them will actually improve learning. As well as learning about a number of ready-to-use classroom techniques for providing effective feedback, participants will also learn how effective day-to-day feedback practices can be integrated into a classroom grading system that can be used both formatively and summatively.

### **Specific outcomes**

At the end of this session, participants will:

- Know about the research on the effects of feedback, and in particular understand when, and under what conditions, feedback is effective
- Be aware of a number of practical classroom techniques that can be used to make feedback more effective
- Understand how to design classroom grading systems that can be used both formatively and summatively.

## **Activating students—as learners, and as resources for others**

Monday 23 May – Session 1 – 8.30 am-10.30 am

*Repeat*— Monday 23 May – Session 2 – 11.00 am-1.00 pm

### **Session outline**

Although the teacher has a key role in the creation of effective learning environments, ultimately, learning is optimized only when students come to “own” their own learning, and this session provides a number of practical techniques for teachers to increase learner involvement in the direction, pace and structure of their own learning. In addition, participants will learn why peer tutoring and peer assessment are essential to good classroom teaching, and how this can be developed.

### **Specific outcomes**

At the end of this session, participants will:

- Understand the role that self-assessment plays in the development of autonomous learners
- Understand how peer-assessment can provide a useful stepping-stone to self-assessment
- Be familiar with a number of practical classroom techniques that teachers can use to promote peer-assessment and self-assessment in classrooms

## **Supporting professional development with teacher learning communities**

Tuesday 24 May – Session 1 – 8.30 am-10.30 am

*Repeat*— Tuesday 24 May – Session 2 – 11.00 am-1.00 pm

### **Session outline**

Teacher professional development has been a national priority in most developed countries for well over twenty years, and yet the results have been modest at best. Although the reasons for the failure of teacher professional development to increase student achievement are complex, the most significant factor appears to be that they have mis-diagnosed the problem. Teacher quality is assumed to be a matter of knowledge, and sessions of professional development have been focused on giving teachers they knowledge they are assumed to lack. Such sessions have been largely unsuccessful in increasing student achievement because the “problem” is not lack of knowledge—it is how to change practice. In this session, participants will learn about five key elements of effective professional development (choice, flexibility, incrementalism, accountability, and support), and how these can be enacted with building-based teacher learning communities.

### **Specific outcomes**

At the end of this session, participants will:

- Understand why previous approaches to teacher professional development has been relatively ineffective
- Understand the role of choice, flexibility, incrementalism, accountability and support play in the design of effective teacher learning
- Be familiar with the key requirements for establishing, and sustaining teacher learning communities to support teachers in their development of formative assessment

## **Leadership for teacher learning communities**

Tuesday 23 May – Session 3 – 2.00 pm-4.00 pm

### **Session outline**

This session is aimed at those who are responsible for setting up, and supporting, building-based professional learning communities. Participants will learn about the research underlying the development of teacher learning communities, what kinds of resources are necessary to sustain them, and how ownership of such communities can be transferred to the members.

### **Specific outcomes**

At the end of this session, participants will:

- Know about what research says about leadership, its role in promoting teacher quality, and how to ensure effective prioritization within a school
- Understand what needs to be in place for school-wide adoption of teacher learning communities to be successful
- Be familiar with a range of tools for monitoring the impact of teacher learning communities on practice in classrooms

# Registration Form

Register online today!  
Credit card or school account

Saturday 21 May		✓
<b>Session 1:</b> 8.30 am – 10.30 am	Why is Getting Good Schools so Hard?	
<b>Session 2:</b> 11.00 am – 1.00 pm	Formative Assessment: What It Is & What It Isn't.	
<b>Session 3:</b> 2.00 pm – 4.00 pm	Formative Assessment: What It Is & What It Isn't. (repeat)	
Sunday 22 May		✓
<b>Session 1:</b> 8.30 am – 10.30 am	Eliciting Evidence: the Starting Point for Good Feedback.	
<b>Session 2:</b> 11.00 am – 1.00 pm	Eliciting Evidence: the Starting Point for Good Feedback. (repeat)	
<b>Session 3:</b> 2.00 pm – 4.00 pm	Providing Feedback That Moves Learning Forward	

Monday 23 May		✓
<b>Session 1:</b> 8.30 am – 10.30 am	Activating Students as Learners and a Resource for Others.	
<b>Session 2:</b> 11.00 am – 1.00 pm	Activating Students as Learners and a Resource for Others. (repeat)	
<b>Session 3:</b> 2.00 pm – 4.00 pm	Providing Feedback That Moves Learning Forward (Repeat)	
Tuesday 24 May		✓
<b>Session 1:</b> 8.30 am – 10.30 am	Supporting Professional Development with Teacher Learning Communities.	
<b>Session 2:</b> 11.00 am – 1.00 pm	Supporting Professional Development with Teacher Learning Communities. (repeat)	
<b>Session 3:</b> 2.00 pm – 4.00 pm	Leadership for Teacher Learning Communities	

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